

# Arts Integrated Lesson Plan



**ART FORM:**  
Visual Art



**SUBJECT AREA:**  
Reading/English  
Language Arts

Lesson Title: <b>Elements of narrative textbook making</b>	Grade: 5
Contributor, School: Margaret Brown, Dufief Elementary School	Time Frame: Two 40-minute sessions+

## State Curriculum Content Standards, Indicators, Objectives

<b>Visual Art Content Standard(s)</b> 1.0 Perceiving and Responding: Aesthetic Education Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art. 3.0 Creative Expression and Production Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.	<b>Reading/ English Language Arts Content Standard(s)</b> 3.0 Comprehension of Literary Text Students will read, comprehend, interpret, analyze, and evaluate literary text. 4.0 Writing Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.
<b>Visual Art Content Indicator(s)</b> 1.3 Analyze the use of the elements of art and principles of design in order to plan and develop compositions that convey personal meaning. 3.1 Create images and forms from observation, memory, imagination, and feelings.	<b>Reading/ English Language Arts Content Indicator(s)</b> Comprehension of Literary Text 3.A.3 Analyze elements of narrative texts to facilitate understanding and interpretation. 3.A.8 Read critically to evaluate literary texts. Writing 4.A.1 Compose texts using prewriting and drafting strategies for effective writers and speakers. 4.A.4 Identify how language choices in writing and speaking affect thoughts and feelings.
<b>Visual Art Content Objective(s)</b> 1.3.b Select and use principles of design to create a composition that clarifies ideas and feelings for the viewer. 3.1.a Experiment with media processes and techniques to convey specific thoughts and feelings. 3.1.b Manipulate art media, materials, and tools safely. 3.1.c Create artworks that explore the uses of the elements of art and selected principles of design, such as pattern, repetition, contrast, balance, variety, and harmony/unity to express personal meaning.	<b>Reading/ English Language Arts Content Objective(s)</b> 3.A.3.b Identify and explain the conflict and events of the plot. 3.A.3.e Identify and explain relationships between and among characters, setting, and events. 3.A.8.d Identify and explain the relationship between the structure and the purpose of the text.

	4.A.c Consider how word choices affect the audience.
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### Objective(s) (Connecting the content areas)

Students will use bookmaking techniques to demonstrate understanding of the elements of narrative text and use the narrative elements to tell a story.

### Key Arts Vocabulary

*bookmaking*  
*line*  
*color*  
*design*

### Key Reading/Language Arts Vocabulary

*plot*  
*falling action*  
*resolution*  
*conflict*  
*rising action*  
*graphic organizer*  
*exposition*  
*structure*  
*draft*  
*prewriting/planning*

### Prior Knowledge Students Need for This Lesson

#### Arts

##### Visual Art

- The ability to fold and cut paper
- Familiarity with the elements of visual art
- Familiarity with the bookmaking process

#### Reading /Language Arts

- Familiarity with the elements of a narrative story
- Familiarity with the concepts of drafting, revising, and editing

### Materials and Resources

#### Materials and Resources for the Class

- Paper—white and other colors
- Pencils
- Erasers
- Markers, crayons, colored pencils
- Scissors
- Handout on the Elements of Visual Art
- Rubric

#### Materials and Resources for the Teacher

- Board/ Overhead
- Markers
- Definitions of five elements of narrative text
- Overhead of the Narrative Textbook Making Rubric
- Examples of storyboard books, i.e., *The Three Little Pigs*, from a previous lesson

### Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

Students will be able to make a simple book structure. They will use a book structure as a graphic organizer to tell a story. Students will be able to create their own original stories and books from start to finish.

- The teacher will model a pre-made example of a book from a prior lesson.
- The teacher will provide a Think Aloud to prompt students to start imagining their stories.
- The teacher will review the sequence of the pre-read story *The Three Little Pigs* with student participation.

- As the students are responding, the teacher will post the sequence for a whole class reference.
- The teacher will review with students how to fold and how to create the storyboard book.
- Students will use their imaginations to draft an original story using narrative elements. Then, they will utilize visual art elements and design concepts to tell their stories referring to text and pictures.
- Then, after revising, they will make a final version. Students may use a variety of drawing materials, such as colored pencils, crayons, fine line markers, etc.

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**Closure/Summary**

Students will reflect on how they made their books. Students will also explain how they not only used the elements of narrative text, but also employed basic visual art elements in their illustrations. They could further explain how the use of art elements helped to enhance the telling of their stories.

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**Assessment (Description/Tools)**

- Using a rubric, the teacher will assess whether the student has correctly included each element of the text, as well as whether the format and organization of the book clearly supports and reflects the narrative elements.
- The teacher will also evaluate how well the student incorporates elements of visual arts such as line, shape, color, and form into the illustrations

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**Lesson Extensions**

- After going through the process of determining the narrative elements of *The Three Little Pigs* and *The Golden Touch*, and after previously figuring out how to fold and cut the paper for booklets, students are eager to design their own. When they are given a chance to generate their own stories, it does not take as much practice for them to form their books. They are much more adept at paper folding because they have had prior lessons related to bookmaking. They come up with fascinating and appealing stories, correctly using narrative text elements. With this additional opportunity, students work with the materials more skillfully, use narrative text elements more accurately, and are more expressive. Their stories are fascinating and they are pleased with and proud of the results.
- As an adaptation, students could use the teacher's example as a model. Also, students who need adaptations could be provided with a set of prompt questions for each element to help them write their stories.